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OKLAHOMA STATE DEPARTMENT *of* EDUCATION

**FY 2020-2021 Consolidated Monitoring
Site Visit Observations and Conclusions
February 26, 2021**

County No.	County	District No.	District
55	Oklahoma	1041	Western Heights

OSDE Attendees	Thomas Kirk, Naomi Ward
LEA Attendees	Mannix Barnes, Kimberly Race, Jose Hernandez, Stacy Miller, Carolyn Anyong,

I. OSDE Observations:

A. Non-Instructional Staff

- Use of Federal Funds

The majority of federal funds are used for salaries, with some funds also being used for the purchase of supplemental curriculum supports (Study Island, Reading Eggs, etc.) Personnel supported with Title funds include reading and math teachers who specifically target students most in need of help. District personnel expressed some frustration over the high degree of student mobility in the district, noting that success in improving student test scores remains invisible when those students leave the district.

LEA is also a recipient of a SIG grant, which is used for a reading program serving Pre-K through 8 students.

- Data Collection/Use of Data

In addition to data collected through OSTP, the LEA has created a data warehouse for extensive reporting. An expanded set of codes is used to track students, which has become necessary given the high levels of student mobility in the district. Additionally, Star testing is used every nine weeks to benchmark all students, even through high school. SFA (Success For All) also provides one-on-one assessments. Data on individual students is available to teachers through Sync.

LEA administration did not mention specific data regarding socio-economic or demographic factors.

- Schoolwide/Targeted Assistance Plans

Schoolwide plans are developed and reviewed at the site level, as are the SIG grants. Since SIG plans are much more detailed, data is usually borrowed from the SIG plans.

Guidance is provided by the central administration throughout the process.

- Professional Development

Professional development needs are assessed at the site level and communicated to central administration staff. Ongoing professional development is then made available to the sites.

LEA is aware of a growing need for PD aimed at helping mainstream classroom teachers with English Learners in the classroom. The LEA is currently exploring possibilities for such PD.

No funds have been used for incentives or tuition reimbursements.

- Services to English Learners

Roughly 35% of all students enrolled in the district have been identified as English Learners. Students flagged during enrollment are screened appropriately. There are several newcomers at the district and there has been some implementation of sheltered learning courses. The EL Director is also the SpEd and is responsible for establishing accommodations for EL students who are also on an IEP. ELAPs are developed for all EL students and all students testing proficient are monitored. Professional development is offered to all teachers in the district on classroom supports for EL students.

Direct services to students include mainstream classes with EL supports, pull-out tutoring, one-to-one lessons with EL teachers.

Translators are used when communicating with family members who do not speak English.

LEA staff expressed that virtual learning has presented a number of obstacles during the current year and that getting all students to take the WIDA Access test has been particularly challenging. The LEA has been contacting parents directly, but many are unwilling to send their children to the school sites to be tested.

- Transparent Accountability

The LEA has recently had a change in leadership and has taken the occasion to review and update policies and procedures. The LEA has also been working with auditors to ensure that correct policies and procedures are in place.

- CARES/ESSER Funds

Using CARES/ESSER funds the LEA was able to achieve one-to-one technology for all students. Funding was used to purchase iPads for lower grades and Chromebooks for higher grades, hot spots, management technology and a learning platform. Additional funds were used to purchase PPE, thermometers and back-up generators.

B. Instructional Personnel

- **Greenvale Elementary School**

Most federal funds at the site are used on salaries in order to provide Title I intervention classes and small group assistance. While the site schoolwide plan is developed at the site level, funding levels are determined by the central administration. The site conducts two Parent/Family Engagement nights on reading, math and testing.

The site is an SIG site as well and most of the data for developing the Schoolwide Plan comes from analyses conducted for the SIG Plan. Data is collected in collaboration with a group that includes parents, although parental involvement in developing the plan is lacking.

Site EL staff does attend IEP meetings. Interpreters are available at all meetings and activities. EL teachers provide books that parents can check out, including Spanish language books. Current services are all virtual, with scheduled synchronous time every day for English Learners.

Site has used Love and Logic training throughout the year and PLCs are held weekly. There is an instructional coach assigned to the site who observes teachers, provides curriculum and technology support, creates tutorials for use by teachers and oversees data collection.

Star testing is used for benchmarking and identifying those students in greatest need of additional supports.

The site staff expressed that appropriate services are provided when students are allowed to attend school in person, but that online teaching has been a challenge for teachers and students alike.

- **9th Grade Center**

The majority of federal funds are used at the site for teacher salaries. Federal funds support a Title reading teacher, a shared EL teacher and will be used in the future to add a Title math teacher as well. Federal funds are also used to purchase the supplemental software Exact Path.

The site Title I team is responsible for developing the Schoolwide Plan, based on student performance data. The site principal does reach out to the middle school principal and parents in order to encourage parent engagement, but expressed that it is difficult to get parent input in a one-year school.

English Learners receive pull-out tutoring. This year tutoring opportunities have been held via Zoom as well as in person at the school site. The Special Ed Coordinator schedules all IEP meetings and EL staff is allowed to provide input even when they cannot attend meetings in person.

Site staff expressed that appropriate services are offered to all students in need, but that not all students who qualify take advantage of those services.

C. Non-Public Schools

N.A.

D. Neglected and Delinquent

N.A.

II. OSDE Recommendations

While recognizing the significant challenges posed by the current outbreak of Covid-19 and consequent use of distance learning models, OSDE encourages Western Heights Schools to seek greater and more representative parental involvement in developing schoolwide plans and greater parental involvement in educational activities. OSDE also encourages increased outreach to parents and families of immigrant families and community organizations that could increase the engagement of immigrant families in the life of the school.

III. Conclusions

The OSDE team observed significant strides made in terms of the knowledge of federal programs by staff and efforts to implement effective programs supporting the students most in need of support.